

Meeting was called to order at 12:34 pm, March 11, 2011.

I. Introductions were made.

II. Approval of minutes of October 8, 2010 meeting was not discussed.

III. Endorsements ready for Full Council Action:

a. Information Technology

i. No discussion.

b. Instructional Technology Leadership

i. Background. New endorsement. Intent to provide higher-level instruction schools can use to provide more background to leaders using technology. The hope is that someday this is standard in undergraduate programs.

ii. No discussion.

IV. Discussion Items:

a. Rule 21 revision draft

i. Idea of looking at timetables. Need to simplify. Many don't understand the basic timeline for items.

ii. Question—Transition to teaching certificate—The removal of documentation was clarified.

iii. Removed some redundancy of language.

iv. 5.08C—expansion of Master's degree language to limit the dates to 10 years (example, a 25 year old Master's degree may be outdated). Discussion followed. Concern about reasons for not teaching for over 10 years. Comment about lifetime certificate. The question may come down to accountability and how do we know professionals are progressing. The only way is to ask for documentation and that criteria or requirement is not in place.

v. Conversation is ongoing about "recentcy" in certification renewal and should come up in future discussions. The undergrad level can count courses from any time period. Grad level needs to be within a certain time frame.

vi. Question—If the rule is read as, it is very "legal" and is difficult to get through. It not in laymen's terms. Can this be made "less legal"? What is in language and practice may differ. Some word choice in the Rule may not be accepted because of the "legal" understanding of the words. This may leave it open to individual interpretation.

vii. Overall, we want the best-trained people in front of our children.

- viii. There will be more discussion on this as it progresses.
- ix. Discussion about 2 years teaching experience for Administrative Endorsement or other endorsements. Two issues: Recruiting candidates and in-state applicants. Some in-state candidates may not qualify for programs. Administrative applicants may not qualify if they don't have teaching experience. Do we want to require that administrators MUST have teaching experience? Who should have the final say? How much do we value experience? Comment—Nebraska has high standards and that we should consider keeping strong standards. If you have never had the pedagogy and experience, how can you be effective? Is that a local control question? Nebraska can only grant the certificate. It is up to a local district to determine whom they will hire based on their standards. Question posed—why do they require teaching hours in the first place? Can they learn that in two years? Shouldn't we then grant teachers tenure after two years if that is enough time? People in Nebraska may find that they can leave to another state and get a Master's / Doctorate and they automatically get a Nebraska certificate in return. Administrators actually need less time than teachers. Can this open other certificates to unqualified people getting jobs?
- x. Concern—we are lowering Nebraska standards to accommodate other states. We need to be careful of holding people in other states to lower standards than Nebraska teachers. At a time of accountability, should this be the time to lower the standards? Sometimes we have to say no to people, even though it is hard. Non-educators may not see that schools are different from many businesses.
- xi. 5.10C –looking at re-adding the language. The intent is to be five years.

- b. Educator Effectiveness Initiatives Discussion (discussed with c.)
- c. Educator Preparation Work Groups Progress
  - i. NACTE-NSEA meeting notes—great agreement between the groups.
  - ii. Moving forward steps—if we want to do these items, how do we get our faculty to collaborate with the classroom and school districts? How can the discussions be encouraged? Connecting pre-service and practicing teachers during inservices would be valuable. Field experiences—common evaluation at all institutions. Difficulty in placing student teachers. How can we facilitate student teaching experiences and field experiences? Some basic knowledge that used to be common sense now need to be taught—like being on time, appropriate dress, etc.

Not only is it difficult because of AYP requirements, but there is also a struggle to find the time during the day to work with the Student Teacher to provide valuable feedback. A student teacher is not an extra pair of hands in the classroom.

- iii. We may not be communicating with the right level. We may not be listening. We need higher-level meetings to talk about “across-the-board” questions. Maybe student teaching roles need to be different. We need to talk and then follow-through. How can we help everybody?
- iv. Great start to the dialogue.
- v. Huge commitment by teachers that accept field placements. It may only get more difficult. Concern about teacher needing to leave the classroom for several weeks.
- vi. If the pressure comes from the government that if my students don’t progress, why would we accept student teachers that might effect their achievement.
- vii. How would it look if the responsibility for student teaching were on upon many groups?
- viii. Discussed ways to involve pre-service teachers in education. Making teacher education a five-year program.

V. Meeting adjourned at 2:10 p.m.

Standing Committee Recommendations for presentation to Full Council:

Recommend that we move Information Technology and Instructional Technology Leadership forward.

Report out our suggestions (possibly to the Summit in June 2010). Suggestions for moving forward:

- Continuing the opportunity for groups to talk about what is coming down the road. Communicate immediately. Communication needs to be a starting point.
- Ask ourselves, what do we need as a freshman, sophomore, junior, senior, first year teacher, and veteran teacher? Are there places we can work together? Could the first year teacher also be a 5<sup>th</sup> year college student? A support system could be very powerful.
- Maybe a Senior mentors a Junior, a Junior mentors a Sophomore, a Sophomore teaches mini-lessons, and a Freshmen observes.
- Can retired teachers be utilized in an effective way?

Minutes submitted by: Diana Casey